

Secondary Individual Education Plan (Delaware)

Last Modified on 06/28/2024 10:09 am CDT

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Tool Search: Special Ed Documents

The Secondary Individual Education Plan captures secondary student special education information and matches the required documentation provided by the state of Delaware. This document describes each editor, a description of each field on the editor, and any special considerations and instructions.

The current print format is **DE Secondary IEP 2024**. Delaware is a State Edition and districts cannot change the plan format.

Editor Home - DE Secondary IEP ?			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Plan Header	IN PROGRESS	System Administrator 5/23/24 9:52 AM	>
Enrollment Information	NOT STARTED		>
Student Information	IN PROGRESS	System Administrator 5/23/24 9:52 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 5/23/24 9:52 AM	>
Meeting Participants	IN PROGRESS	System Administrator 6/3/24 8:58 AM	>
Data Considerations	IN PROGRESS	System Administrator 6/3/24 9:16 AM	>
Other Factors to Consider	NOT STARTED		>
Post-High School Goals	NOT STARTED		>
Courses of Study	IN PROGRESS	System Administrator 5/23/24 9:52 AM	>
Activities and Services to Reach Goal	NOT STARTED		>

Editor Home

Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
Name	The name of the editor.
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Delaware Special Ed Plan eSignature Process article for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.

Button	Description
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Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.
Refresh	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.</p>
Cancel	<p>Navigates the user to the Editor Home screen or the List Screen for List editors.</p>
Status	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click In Progress to further edit after an editor is marked Complete. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada and Delaware:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Delaware Special Ed Plan eSignature Process article for additional information.
Print	<p>Prints the entire document.</p>
Editors	<p>Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.</p>

Button	Description
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon () displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

Text Editors

Images should not be inserted into text fields.

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Editors

[Plan Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Meeting Participants](#) | [Data Considerations](#) | [Other Factors to Consider](#) | [Post-High School Goals](#) | [Course of Study](#) | [Activities and Services to Reach Goal](#) | [Interagency Supports](#) | [Educational Representative After Attainment Age 18](#) | [Team, Parent and Student Certification](#) | [Unique Needs/Present Levels/Annual Goals and Benchmarks](#) | [Specially Designed Instruction](#) | [Supplementary Aids and Services](#) | [Transportation](#) | [Participation in Statewide Assessments](#) | [Discipline](#) | [Participation in](#)

[Twelve Month Program](#) | [Consideration of Reading-Based Extended School Year Services](#) | [Reading-Based ESY Services](#) | [ESY](#) | [ESY Services](#) | [Least Restrictive Environment/Placement](#) | [Signatures](#) | [Medicaid](#) | [Prior Written Notice](#)

Plan Header

The Plan Header editor stores plan information as well as related dates.

This editor must be saved before entering data into other editors.

Plan Header IN PROGRESS
Editor 1 of 28

Plan Type *

Annual IEP/Reevaluation Eligibility Deter...
▼

Meeting Date i

04/15/2024

IEP Initiation Date *

05/06/2024
📅

IEP End Date

05/05/2025

Most recent ESR Date

Temporary Placement

Temporary Placement Date

month/day/year
📅

Agency Representative

*Within 60 days, an IEP meeting must be held

Plan Header Editor

[▶ Click here to expand...](#)

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Enrollment Information

The Enrollment Information editor is a read-only editor that pulls in district and school information where the student is enrolled. This editor also documents the student's disability(ies).

Enrollment Information IN PROGRESS
Editor 2 of 28

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

Primary Disability * <input style="width: 95%; border: 1px solid #ccc;" type="text" value="1000: Autism"/>	Secondary Disability <input style="width: 95%; border: 1px solid #ccc;" type="text"/>	Tertiary Disability <input style="width: 95%; border: 1px solid #ccc;" type="text" value="Select Tertiary Disabilities..."/>
District of Residence <input style="width: 95%; border: 1px solid #ccc;" type="text"/>	Attending Building MOT Charter	
Grade 06		

District Information

District Number	District Name	
88	MOT Charter School	
District Address		District Phone
4321 MOT Street, MOT City, DE 54321		(111)111-1111
District SPED Address		District SPED Phone
1234 SPED Address Lane, SPED City, DE 12345		(651)111-2222x3333

Enrollment Information Editor

▶ [Click here to expand...](#)

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Student Information

The Student Information editor pulls demographic information regarding the student. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Student Information IN PROGRESS
Editor 3 of 28

When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name	First Name	Middle Name	Suffix
<input type="text"/>	Lesley	Andrea	
Birthdate	Student ID		
<input type="text"/>	<input type="text"/>		
Address			
<input type="text"/> DE 19734			

Case Manager Information

Name	Title
System Administrator	(SPEDSTAFF)
Phone	
<input type="text"/>	

Student Information Editor

▶ [Click here to expand...](#)

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Parent/Guardian Information

The Parent/Guardian Information editor pulls the contact information of the student's parent/guardian(s).

The **Refresh** button retrieves a fresh copy of data from the parent/guardian's record.

Parent/Guardian Information IN PROGRESS
Editor 4 of 28

When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

Parent/Guardian

Print Sequence i

▼
1

Name

Latoya - Mother

Address

DE 19734

Home Phone	Work Phone	Cell Phone

E-mail

Home Primary Language

Remove

Parent/Guardian

Print Sequence i

▼
2

Name

Regi - Father

Address

DE 19734

Remove

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

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Meeting Participants

The Meeting Participants editor records team meetings and participants for the student.

Team Meeting: 04/15/2024 IN PROGRESS
Editor 5 of 28

Print in Plan

Meeting Invite ⓘ Meeting Date: 04/15/2024
Annual IEP (04/15/2024) ▼

Invitation Date: 04/01/2024 Meeting Location: School, Room 150 Meeting Time: 4:00 PM

MEETING PURPOSE

Conduct an evaluation or reevaluation

Attendance

First Name *	Last Name *	Role Name *	Remove
System	Administrator	Special Education Administrator	✕

Add

Meeting Participants Editor

▶ [Click here to expand...](#)

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Data Considerations

The Data Considerations editor documents the student's strengths and data sources used to analyze the student's performance and the impact of the student's disability.

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Data Considerations
IN PROGRESS
Editor 6 of 28

1. What are the student's strengths? *

B i A: [List] [List] [List] [List] [List]
[Undo] [Redo] [More]

Example strengths

What are the student's Employment Strengths? *

B i A: [List] [List] [List] [List] [List]
[Undo] [Redo] [More]

Example employment strengths

What are the student's Post-Secondary Education/Training Strengths? *

B i A: [List] [List] [List] [List] [List]
[Undo] [Redo] [More]

Data Considerations Editor

▶ [Click here to expand...](#)

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Other Factors to Consider

The Other Factors to Consider editor documents the areas the team considers when creating the student's plan.

Other Factors to Consider
NOT STARTED
Editor 7 of 28

IEP Team must consider each of the factors.
If there is a need identified, select Yes and address in the IEP.

Communication needs of the student *

Braille instruction for students who are blind or visually impaired *

Communication and language needs for students who are deaf/hard of hearing *

Language needs for students with limited English Proficiency *

Positive behavior interventions, supports, and strategies for students whose behavior impedes learning *

Need for assistive technology devices and services *

Instructional materials in accessible format for students who have a print disability *

Evidence-based reading interventions, supports, and strategies for students with limited reading proficiency *

Other Factors to Consider Editor

[▶ Click here to expand...](#)

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Post-High School Goals

The Post-High School Goals editor documents the student's post-high school goals.

Student's Post-High School Goals NOT STARTED
Editor 8 of 28

Post School Employment Goal *

Post School Education/Training Goal *

Post School Independent Living Goal
where appropriate

The student plans to exit school with

▼

Anticipated Date of Graduation *

month/day/year
📅

Post-High School Goals Editor

▶ [Click here to expand...](#)

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Course of Study

The Course of Study editor documents the student's anticipated and completed courses for each of their school years.

Course of Study IN PROGRESS
Editor 9 of 28

Credits Earned Towards Graduation

0

	Grade ↑	School Year	Course Status
👤	6	23-24	<div style="display: flex; justify-content: space-between;"> Anticipated Courses Completed Courses </div> <p>Math 6</p>

Course of Study List Screen


▶ [Click here to expand...](#)

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Activities and Services to Reach Goal

The Activities and Services to Reach Goal editor documents the activity or service the student needs to achieve their goals.

In order to place this editor in a Complete status, 4 records per goal area, 12 records total, must be saved.

Activities and Services to Reach Goal IN PROGRESS Editor 10 of 28					
	Goal Area ↑	Activity or Service Needed to Reach Goal	Responsible Party	Start Date	Completion ...
	Post School Employment	Example employment service.	Employment Agency	06/03/24	


Activities and Services to Reach Goal List Screen

▶ [Click here to expand...](#)

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Interagency Supports

The Interagency Supports editor documents the contacts for outside agencies responsible for administering support for the student.

Interagency Supports IN PROGRESS Editor 11 of 28		
	Agency	Release of Information ↑
	Example Agency	

Interagency Supports List Screen

▶ [Click here to expand...](#)

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Educational Representative After Attainment Age 18

The Educational Representative After Attainment Age 18 editor documents the student's legal guardian, power-of-attorney, or voluntary grant of authority agent responsible for acting on their

behalf in connection with rights under the Individuals with Disabilities Education Act (IDEA) and implementing the Delaware Department of Education regulations for them.

Educational Representative After Attainment of Age 18
NOT STARTED
Editor 12 of 28

Discussion with Student: A staff member, who is a member of the IEP team, must discuss this form and process with the student in advance of this meeting. Please document the date(s) that this occurred and the staff member who initiated the discussion.

Date Discussed * **Staff member who initiated discussion ***

IEP Team Sequential Review

I. Does the student have a court appointed legal guardian, or has the student designated someone through a Power of Attorney (POA) or Voluntary Grant of Authority (VGA) to act on their behalf in connection with rights under the Individuals with Disabilities Education Act ("IDEA"), Chapter 31 of Title 14 of the Delaware Code, and implementing Delaware Department of Education regulations? *

▼

Name of guardian/POA agent/VGA agent

If yes, the remainder of this form need not be completed; the school should keep a copy of the guardianship or POA/VGA paperwork on file

If no, proceed to question II.

II. Is the student able to provide informed consent in connection to the student's educational decision-making, meaning all four of the following necessary conditions are present (select yes/no for each condition):

Is the student generally able to understand the basic components of the student's IEP? *

▼

The student can use the information provided to make a decision *

▼

The student understands that the student can say yes or no *

▼

Is the student able to provide informed consent? *

Educational Representative After Attainment of Age 18 Editor

▶ [Click here to expand...](#)

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Team, Parent and Student Certification

The Team, Parent, and Student Certification editor documents the team's, parent/guardian's, and student's agreement or disagreement with the determination documented in this plan.

Team, Parent and Student Certification IN PROGRESS Editor 13 of 28

* Parent includes individual who served as legal guardian, Educational Surrogate Parent, custodian or relative caregiver prior to a student attaining age 18

** School psychologist required if capacity is uncertain (in addition to IEP team members whose attendance at IEP meetings is mandatory)

Expiration: This form remains valid for no longer than one (1) year, at which time it must be completed again. This form must be completed again by <Date will be updated after the Educational Representative editor is filled out> or earlier by student or other team member request.

If the parent or student disagrees with this determination, either the parent or the student may exercise the procedural protections provided by the IDEA and Chapter 31 of Title 14 of the Delaware Code, including but not limited, due process complaint, administrative complaint, or request of an Independent Educational Evaluation.

When used in the form, the term educational and education mean education rights under the Individuals with Disabilities Education Act and Chapter 31 of Title 14 of the Delaware Code.

First Name *	Last Name *	Role Name *	Agree/Disagree	Remove
System	Administrator	Special Education Administrator	Agree ▼	✕

Team, Parent, and Student Certification Editor

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Unique Needs/Present Levels/Annual Goals and Benchmarks

The Unique Needs/Present Levels/Annual Goals and Benchmarks editor includes the student's present levels of academic achievement and functional performance, including the assessment conducted to determine the level, resulting skills determined, and needs identified. This also includes goals and benchmarks.

Unique Needs/Present Levels/Annual Goals and Benchmarks IN PROGRESS Editor 14 of 28

	Sequ... ↑	Area of Unique Need	Statement of Unique Need
	1	Writing	Writing statement

Unique Needs/Present Levels/Annual Goals and Benchmarks List Screen

▶ [Click here to expand...](#)

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Specially Designed Instruction

The Specially Designed Instruction editor lists services for the student in a Special Education setting.

Specially Designed Instruction IN PROGRESS Editor 9 of 22

	Seque... ↑	Specially Designed I...	Frequency/Duration	Setting	Related Service	Initiation D...	End Date
	1	SDI for writing	30 minutes/1x/DPW	General Education Setting	No	05/13/24	05/12/25

1 - 1 of 1 items

Specially Designed Instruction List Screen

▶ [Click here to expand...](#)

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Supplementary Aids and Services

The Supplementary Aids and Services editor lists the accommodations and modifications made to assist the student in participating in regular education.

Supplementary Aids and Services IN PROGRESS Editor 16 of 28

	Sequen... ↑	Service	Frequency/Duration	Setting	Initiation Date	End Date
	1	Supplementary Services Placeholder	60 minutes/1x/DPM	General Education Setting	05/06/24	05/05/25

Supplementary Aids and Services List Screen

▶ [Click here to expand...](#)

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Transportation

The Transportation editor is used to document the student's transportation needs.

Transportation NOT STARTED
Editor 17 of 28

Are there special transportation needs? *

No

If yes, specify

Is it necessary to place this student, who is transported from the school bus into the charge of a parent or other authorized responsible person?

Transportation Editor

[▶ Click here to expand...](#)

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Participation in Statewide Assessments

The Participation in Statewide Assessments editor documents how the student will participate in statewide assessments.

Participation in Statewide Assessments IN PROGRESS
Editor 18 of 28

	School Year	Participation in Statewide Assessment
	24-25	Student is not in a grade that is assessed

Participation in Statewide Assessments List Screen

[▶ Click here to expand...](#)

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Discipline

The Discipline editor is used to note the student's adherence to the school's code of conduct.

Discipline NOT STARTED
Editor 19 of 28

The student will adhere to School Code of Conduct
 Check below if any of the following are needed

- Interventions and supports are described under services/supports and/or in goals
- Behavior intervention and support plan (see attached)
- Other

Specify Other

Discipline Editor

▶ [Click here to expand...](#)

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Participation in Twelve Month Program

The Participation in Twelve Month Program editor indicates the parent has chosen a twelve-month program for their student. Options are Yes, No, or Not Applicable.

Participation in Twelve Month Program IN PROGRESS
Editor 20 of 28

By state law (14 Del.C § 1703), parents of student with certain disability classifications may choose a 12 month program which does not exceed 217 school days (Severe Intellectual Disability; Moderate Intellectual Disability; Orthopedic Impairment; Traumatic Brain Injury; Deaf-Blind) or 241 school days (Autism).

As a parent of a qualifying student I choose a 12-month program *

Yes ▼

Participation in Twelve Month Program Editor

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Consideration of Reading-Based Extended School Year Services

The Consideration of Reading-Based Extended School Year Services editor documents the student's need for an ESY reading program.

Consideration of Reading-Based Extended School Year Services NOT STARTED Editor 21 of 28

Does the student meet the following criteria

Age 7 or above

Is student demonstrating phonological awareness?

Student IS demonstrating phonological awareness and ability to use letter sound knowledge and decode unknown words

Student IS NOT demonstrating phonological awareness and ability to use letter sound knowledge and decode unknown words

Reading-Based ESY Eligibility Determination

If the student is eligible, but Reading Based ESY Services were declined by the IEP team, provide a specific explanation of why such services are inappropriate

Specify Goals

Consideration of Reading-Based Extended School Year Services Editor

[Click here to expand...](#)

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Reading-Based ESY Services

The Reading-Based ESY Services editor documents the services provided to the student in an Extended School Year program.

Reading-Based ESY Services IN PROGRESS Editor 22 of 28

	Sequen... ↑	Service	Type	Frequency	Initiation ...	End Date
	1	Reading Instruction	Reading Based ESY	30 minutes/1x/DPW	06/03/24	05/05/25

Reading-Based ESY Services List Screen

[Click here to expand...](#)

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ESY

The Extended School Year editor indicates the student requires services beyond the standard school time, such as beyond school hours or during breaks.

Consideration of Eligibility for Extended School Year Services (ESY) NOT STARTED Editor 23 of 28

IEP team must consider each of the following factors

- Regression/Recoupment
- Vocational Skills
- Degree of Impairment
- Breakthrough Skills
- Extenuating Circumstances

Is ESY needed? *

Rationale for Decision *

If yes, describe ESY goal(s)

Specify Goals

Extended School Year Editor

▶ [Click here to expand...](#)

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ESY Services

The Extended School Year Services editor documents the ESY services provided to the student.

ESY Services IN PROGRESS Editor 24 of 28

	Sequen... ↑	Service	Type	Frequency	Initiation ...	End Date
	1	Reading Instruction	Instruction - Reading	60 minutes/2x/DPM	06/03/24	05/05/25

ESY Services List Screen

▶ [Click here to expand...](#)

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Least Restrictive Environment/Placement

The Least Restrictive Environment/Placement editor documents where the student receives services.

Least Restrictive Environment/Placement IN PROGRESS		Editor 25 of 28	
	Least Restrictive Environment/Placement ↑	Initiation Date	End Date
	A. Regular Setting includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day	06/03/24	05/05/25

Least Restrictive Environment/Placement List Screen

▶ [Click here to expand...](#)

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Signatures

The Signatures editor documents the parent/guardian(s)' or student's (if over 18) consent of the proposed plan documented in the rest of the IEP.

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the [Delaware Special Ed Plan eSignature Process](#) process article for additional information.

Signatures NOT STARTED		Editor 26 of 28	
I acknowledge that I have received a copy of the Procedural Safeguards. My due process rights under these Procedural Safeguards have been explained to me			
<input type="text"/>			
I agree with the program described in this document			
<input type="text"/>			
I agree with the placement decision as noted above and discussed at this meeting			
<input type="text"/>			
At least one year before the age of majority (18), the student has been informed that rights will transfer to him/her unless a legal guardian has been appointed			
<input type="text"/>			
If Parent Does Not Attend			
Staff Member below is responsible for forwarding a copy of the IEP and Procedural Safeguards and explaining content, if necessary, to the Parent/Guardian/Surrogate			
Name	Position	Method of Contact	
System Administrator	(SPEDSTAFF)	<input type="text"/>	
		Specify Other	
		<input type="text"/>	

Signatures Editor

▶ [Click here to expand...](#)

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Medicaid

The Medicaid Consent editor is used to document the parent/guardian's consent for the district to disclose the student's information in regard to seeking Medicaid funding.

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the [Delaware Special Ed Plan eSignature Process](#) process article for additional information.

Medicaid NOT STARTED
Editor 27 of 28

I hereby authorize this school MOT Charter to release this student's records and information to Medicaid for the purpose of billing for special education and related services that may be provided to this student under 34 CFR part 300.

By checking YES and signing this authorization document, I understand and agree that

- My signature on this form permits the above-mentioned school and/or school district/charter school to use this student's and/or my public benefits or insurance information to pay for services under 34 CFR part 300, which outlines special education and related services under the Individuals With Disabilities Education Act
- My signature is voluntary and services are not dependent on my authorization
- My signature is valid until such a time that it is revoked
- I can revoke my approval at any time by writing to the originating agency, which revocation will be valid upon receipt, but which will not affect actions taken prior to receipt of such revocation
- I have a right to request and receive from the school district or charter school a copy of the records that have been given to Medicaid
- I have a right to receive a copy of this consent form
- Requesting the use of these funds DOES NOT affect this student's rights/your rights to a fair, appropriate public education nor does it cost you or your family money. There will be no co-pays, no loss of Medicaid eligibility and no impact on lifetime Medicaid benefits as a result of this consent

By checking NO and signing this document, I am refusing the use of these funds

- I understand that I have the right to refuse the permission to use these funds to pay for services under 34 CFR part 300, which are special education and related services under the Individuals with Disabilities Education Act

YES, I give the school permission to share this student's education and health-related information with Medicaid, including billing information

NO, I do not give the school permission to share this student's education and health-related information with Medicaid

Signed by
check only one

Student (if over 18 years of age)

Parent

Guardian

Custodian

Medicaid Editor

▶ [Click here to expand...](#)


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Prior Written Notice

The Prior Written Notice editor documents the proposed or refused actions considered by the IEP team and the notice dates provided to the parent/guardian(s).

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the [Delaware Special Ed Plan eSignature Process](#) process article for additional information.

Prior Written Notice IN PROGRESS
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	Date Notice Provided	Description of why the School District is Proposing or Refusing to Take the Action
	06/03/24	Example action

Prior Written Notice List Screen

▶ [Click here to expand...](#)

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